

**Arkansas**  
**National Reporting System for**  
**Adult Education**  
**Guidelines**

**Arkansas Department of Workforce Education**  
**Adult Education Section**

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## **Arkansas National Reporting System for Adult Education Guidelines**

All adult education and literacy programs receiving adult education federal and state funds from the Arkansas Department of Workforce Education, Adult Education Section must report student data for both served and enrolled students, using the state student management information system, Adult Education Reporting Information System (AERIS). All adults who receive any services from adult education and literacy programs are considered served students. Students who have 12 or more contact hours within a program year (July 1 to June 30) are considered enrolled students by the National Reporting System for Adult Education (NRS).

***All student data must be entered into AERIS by the 15<sup>th</sup> of each month for the previous month's data. All data must be approved by the 22<sup>nd</sup> of each month for the previous month's data. In AERIS, only users with the role of a Local Education Agency (LEA) administrator may approve data.***

Specific data are defined according to NRS requirements within this manual. A data dictionary is included in Appendix B.

### **I. NRS Core Measures**

The NRS is an outcome-based reporting system established to meet the requirements of Title II of the Workforce Investment Act. The NRS defines three types of core measures—**outcome measures, descriptive measures, and participation measures**. These core measures apply only to enrolled students (students receiving 12 or more contact hours). States report only enrolled students in the National Reporting System annual report. Arkansas also reports served students on the state level.

There are several optional secondary outcome measures in NRS. They are currently not required by NRS; however, they can be collected in AERIS and reported on the local and state level.

### **II. Core Outcome Measures**

#### **Core Outcome Measure #1: *Educational Gain***

**Definition:** Learner completes or advances one or more NRS Educational Functioning Levels (EFL) from starting level measured on entry into a program

**Applicable Population:** All enrolled learners. This is the assumed goal of all adult education and literacy students. Therefore, this goal does not appear as a

specific data field in AERIS. **All student achievement of this goal will be recorded in NRS Table 4.**

**Collection Procedure:** Using one of the standardized testing instruments approved by the state (see Standardized Testing Instruments below), an individual learner's EFL is determined within the NRS score ranges. Appendix A of this manual contains the NRS score ranges for each EFL for the state-approved testing instruments.

The program does not need to assess the learner in all areas (for example, math, reading, and language arts for ABE/ASE students or oral and literacy skills for ESL students), but the assessment should be in the area(s) in which instruction will be focused. If the learner is functioning in different levels in the areas, the lowest functioning level will be the basis for Entering Educational Functioning Level placement. To determine educational gain, the learner should be assessed after an instructional period (see policy statement below) with a **different form** of the same test. If the learner shows progress by moving up to the next higher EFL in any of the content areas tested, the learner has made an educational gain.

## Standardized Testing Instruments

According to the Arkansas Adult Education Program Policies (approved April 18, 2003):

"The following state-approved standardized tests will be utilized for pre-test, post-test, and continued student assessment for adult education students: Test of Adult Basic Education (TABE, Form 7-8); Basic English Skills Test (BEST, Oral Interview and Literacy Skills Test); and Comprehensive Adult Student Assessment System (CASAS, Life Skills Assessment). Other standardized testing instruments may be used with the written approval of the Deputy Director of Adult Education. Different forms of the same test will be used for the pre-test and the post-test. Local programs will assess and place all students into an educational functioning level (EFL) at a uniform time shortly after enrollment. In order to check for EFL advancement, students will be post-tested at the discretion of the instructor, but no later than after 40 hours of instruction."

According to the statewide memorandum written by the deputy director of adult education on August 8, 2005:

"The Division of Adult Education and Literacy, U.S. Department of Education, has made changes to the test benchmarks for the National Reporting System (NRS). Test benchmarks for TABE 9-10 have been added to NRS, and the older version of TABE (5-6) has been removed. BEST Plus scores have been added for ESL students. TABE 7-8, Oral BEST, Literacy BEST, and CASAS (ESL) are still approved tests. Based on these federal changes to the test benchmarks, the Adult Education Section approves the use of TABE 9-10 and BEST Plus for assessment, placement, and advancement purposes."

## Guidelines for Pretesting and Posttesting

All enrolled students must be pretested and posttested during the program year. Pretesting should be administered prior to receiving instruction. Posttesting will be conducted at the discretion of the classroom teachers at a point when they observe enough progress to warrant it but no later than after the initial 40 hours of instruction. Students do not need to be re-tested after every 40 hours of instruction. The goals of pre/posttesting are to document educational gains for each student during the program year and to serve as a diagnostic tool for continued instruction.

Programs must follow the test publishers' guidelines in selecting the correct test level for each student's assessment and must also follow the publishers' guidelines regarding test administration. The TABE Locator (paper, audiocassette, or computer formats) must be used to determine the level of TABE Complete Battery or TABE Survey to be administered (Easy, Medium, Difficult, or Advanced). Note: Beginning readers who cannot complete the Locator Test should take the TABE Level L (Literacy Level).

For example, a student's TABE Locator reading score indicates the appropriate level of testing is Level M. The student is then given the TABE Form 7, Level M reading pretest. After a period of instruction (not to exceed 40 hours), the student needs to be given the TABE Form 8, Level M as a posttest. **Do not posttest with the same form, and do not posttest with a different level.**

If the student shows gain, then the student may be tested with a higher level TABE, for example Level D (in Form 7 or 8). If the student does not show progress, then the student should receive further instruction. When the teacher feels the student is ready, the student may posttest a second time, but the program needs to alternate testing forms at each assessment until the student makes an educational gain in reading. One way is to alternate between TABE 7 and TABE 8. Another alternative is to give the student TABE 7, 8, 9, and then 10. The publishers of TABE state that TABE 9 and 10 must follow TABE 7 and 8.

## Traditional vs. Nontraditional Justification of Assessments (New in AERIS)

When a student pretests in all three areas (math, reading, and language arts), this is called the traditional justification of assessment in AERIS. If the student posttests and one of the content areas' posttest scores are in the next higher EFL, the student will receive an educational gain in that content area. However, in the traditional justification, the student will need to posttest in all three areas before the justification can be changed from traditional to nontraditional or before

the student's test battery can be changed, for example, from TABE 7-8 to TABE 9-10.

If a student wants to study and test in only one or two areas of focus, these are called Nontraditional 1 and Nontraditional 2 justifications respectively. The student will be pretested and posttested in only the area(s) of focus.

## **Special Populations**

Students with documented disabilities will be granted reasonable accommodations upon request during testing and instruction. The audiocassette format of TABE 7-8 (Survey, Levels E-A) and the Locator are valid substitutes for the paper format and are available through the Arkansas Adult Learning Resource Center (AALRC), (501) 907-2490 or (800) 832-6242. For more information on accommodations for the TABE, programs should refer to the publisher's manual, "CTB/McGraw Hill Assessment Accommodations Guide."

Additional interventions that may be provided during testing include use of a large-print version, use of a straight edge, use of colored overlays, request to sit near a window (away from fluorescent lights), use of graph paper, or taking individual tests on different days. These interventions do not require disability documentation.

All programs must begin the process of screening for learning disabilities during student intake. The process, administered by trained personnel, includes the use of a validated learning disabilities screening tool, follow-up interview to review results of the screening tool, and appropriate further steps for investigating diagnostic referrals as warranted by the screening process. For further information regarding learning disabilities, accommodations, and training in administering a learning disabilities screening tool, programs should contact the state disabilities project manager, (479) 232-5760 or (800) 569-3539.

Programs with students who are 16 and 17 years old must follow the guidelines outlined in Arkansas Act 1659 of 2001 and Act 604 of 2003. Refer to the *Arkansas Adult Education Program Policies* for further information on serving 16- and 17-year-old students (<http://dwe.arkansas.gov/adultedpage.html>).

Programs with English language learners should have their Intake Form and their schedule of English as a Second Language (ESL) classes available in the most common foreign languages of the program's community. A Spanish/English Intake Form is included in Appendix C. Programs should assess ESL students with the Basic English Skills Test (BEST) as soon as possible. The state office recommends that ESL students be given both the BEST Oral Interview and the Literacy Skills tests and then be placed according to the lowest EFL. Currently

two forms of both of these tests, Forms B and C, are available for pre- and posttesting, so programs must switch from Form B to C to B to C, etc.

## Training and Other Assessments

Training on test administration is available from AALRC. Score ranges for EFL placement and educational gain for the TABE Forms 7-8, 9-10, BEST B-C Oral and Literacy Sections, BEST Plus, and CASAS are in Appendix A. For more information on these assessments, refer to the publishers' Web sites—TABE: [www.ctb.org](http://www.ctb.org); BEST: [www.cal.org/BEST](http://www.cal.org/BEST); CASAS: [www.casas.org](http://www.casas.org).

Other assessments, such as the Wide Range Achievement Test (WRAT), Slosson Oral Reading Test, and Jordan Oral Screening Test, may be given to help inform instruction; however they may not be used to place a student in an EFL or to determine educational gain or EFL advancement. Note that if a student is not pretested and posttested with a state-approved testing instrument, educational gain cannot be determined for that student.

## Guidelines on Intake and Goal Setting

Goal setting for NRS is an integral part of the education process. Establishing goals not only helps define the specific areas in which instruction and learning is to be focused but also provides a benchmark by which programs and students can assess their progress. For these reasons, the goals set should be realistic and attainable within the program year, between July 1 and June 30.

The best time to initiate the process of goal setting is when the student first enters the program. During the intake process, students provide basic information to program personnel who fill out the Intake Form, students take the mandated assessments, and they work with teachers or intake personnel to set goals. Programs should have written procedures in place for orienting students to the program and helping them set goals that are both realistic and attainable within the program year. In the NRS framework, all students are assumed to have at least one goal—development of (English) literacy skills. This assumed goal is the reason that all enrolled students are counted in the educational gain measure (Core Outcome Measure #1, see page 2) and reported in NRS Table 4.

A student often has many goals for attending adult literacy programs. Several of these goals have been defined by NRS and may be found and chosen in AERIS in the following places in a student's file: "Core Indicator – Primary or Secondary Goals" and "Secondary Reasons – Primary or Secondary." **However, learners are not required to choose any of these goals.**

If a student decides to choose one or more of the four NRS Core Outcome Measures or Core Indicators as a primary or secondary goal, the program is held accountable for whether the student achieves this goal and the data needs to be

reported to NRS on Table 5. Therefore, it is extremely important for intake personnel, teachers, counselors, and students to agree that the goals chosen will be realistic and attainable within the program year. The four NRS Core Outcome Measures, also referred to as the “follow-up” goals, are **Entered Employment, Retained or Improved Employment, Receipt of a GED, and Placement in Postsecondary Education or Training**. The next four sections, Core Outcome Measures #2-#5, will cover these goals in more detail.

All programs should use an intake form that is tied to the program database for collecting data. The *Arkansas Adult Education Reporting Information System Intake Form* was generated from the AERIS database and has been approved by the Adult Education Section. It is available in a Spanish/English version and both are included in Appendix C.

## **Core Outcome Measure #2: Entered Employment**

**Definition:** Learner obtains a job by the end of the first quarter after exit quarter\*

**Applicable Population:** Enrolled learners who are not employed at time of entry, who have a primary or secondary goal of obtaining employment, and who exit during the program year.

**Collection Procedure:** At intake, the local program collects the individual learner’s employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by data matching procedures (see “Reporting Procedure” below). Note that a job obtained while the student is enrolled is not reported and recorded until the student is separated in AERIS. *Employment* is defined as working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.

\*Exit quarter is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction. Quarters are three-month program-year quarters—July 1-September 30, October 1-December 31, January 1-March 31, and April 1-June 30.

**Reporting Procedure:** The Arkansas Department of Workforce Education, Adult Education Section (DWE-AES) has a memorandum of understanding to share data with the Department of Workforce Services (DWS, formerly Employment Services Department). On a quarterly basis, DWE-AES will run a data match with DWS with the Social Security numbers of DWE-AES students who (1) had the goal of entering employment, (2) had 12 or more contact hours, and (3) exited the program. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in AERIS. Local programs will be responsible for collecting accurate

Social Security numbers in AERIS for the data match, recording students' goals, recording students' attendance hours, and separating students when they leave the program or receive no services for 90 consecutive days and have no scheduled services. The employment goal data will be reported in NRS Table 5.

### **Core Outcome Measure #3: Retained or Improved Employment**

**Definition:** Learner remains employed in the third quarter after exit quarter

**Applicable Population:** Enrolled learners who, at time of entry, were not employed and had a primary or secondary goal of obtaining employment and who entered employment by the first quarter after exit quarter **and** enrolled learners who are employed at entry who have a primary or secondary goal of improved or retained employment and who exit during the program year.

**Collection Procedure:** For students who obtain a job while enrolled, students who obtain a job by the end of the first quarter after the exit quarter, and students who are employed at entry and had a goal of improved employment or retained employment, this outcome is measured in the third quarter after exit quarter. Data will be obtained by data matching.

**Reporting Procedure:** DWE-AES has a memorandum of understanding to share data with DWS. On a quarterly basis, DWE-AES will run a data match with DWS with the Social Security numbers of DWE-AES students who (1) had the goal of retaining or improving employment, (2) had 12 or more contact hours, and (3) exited the program. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in AERIS. The employment goal data will be reported in NRS Table 5.

### **Core Outcome Measure #4: Receipt of a Secondary School Diploma or GED**

**Definition:** Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests or obtains a diploma or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma)

**Applicable Population:** Enrolled learners who have a primary or secondary goal of passing the GED tests or obtaining an Arkansas High School Diploma and who exit during the program year.

**Collection Procedure:** Information on students passing the GED tests is obtained through matching data with the Arkansas GED Testing Office, Department of Workforce Education, (501) 682-1980. Local programs will be responsible for this data matching. If GED test results cannot be collected through data matching for some students, then



information can also be collected through the local follow-up survey method of calling those students.

**Reporting Procedure:** Programs will use the monthly GED Reports from the GED Testing Office to match against their records of students who had the primary or secondary goal of obtaining a GED, had 12 or more contact hours, and exited the program. After a student is "Separated" from the program in AERIS, data entry personnel can go to the student's "Outcomes" link and enter the GED goal and date of achievement. This can only be accessed and reported after a student has been separated, regardless of when the GED was obtained. Achievement is recorded any time up to the state's official reporting deadline (usually mid-October). This data will be reported in NRS Table 5.

### **Core Outcome Measure #5: Placement in Postsecondary Education or Training**

**Definition:** Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed (The Arkansas Adult Education WAGE program does not qualify as a postsecondary occupational skills training program.)

**Applicable Population:** Enrolled learners who have a primary or secondary goal of placement in postsecondary education or training and who exit during the program year.

**Collection Procedure:** Information on enrollment in postsecondary educational or occupational skills training programs can be obtained through survey or data match from other educational and training agencies, such as job training programs, adult postsecondary education programs, and community and four-year colleges and universities. Placement is recorded any time up to the state's official reporting deadline.

**Reporting Procedure:** DWE-AES has a memorandum of understanding to share data with the Arkansas Department of Higher Education (ADHE). On a semester basis, DWE-AES will run a data match with ADHE with the Social Security numbers of DWE-AES students who (1) had the goal of entering postsecondary education or training, (2) had 12 or more contact hours, and (3) exited the program. The data will be recorded and maintained in the state office as aggregate numbers for each program and the state as a whole. The data will not be recorded under individual student records in AERIS. This data will be reported in NRS Table 5.

Special Note: For students who enter postsecondary educational or postsecondary vocational training programs that are not included in the ADHE data (e.g., private colleges, training programs not affiliated with a state university), programs will need to contact those students with a phone survey and enter the data into AERIS under the goal screen after the student has been separated. This is similar to reporting for the GED goal for students.

**Do not enter individual student data about any goal achievement into AERIS for students who will be included in any of the DWE-AES data matches with ADHE or DWS. This will double count those students whose data will be matched.**

### **III. Procedures for the Data Matching and Follow-Up Survey**

The NRS includes four Core Outcome Measures for which data must be collected using either data matching or follow-up survey methodologies—entered employment, retained or improved employment, obtained a GED, and entered postsecondary education or training.

Beginning in the 2005-2006 Program Year, the Adult Education Section will conduct data matches with DWS and ADHE to collect data on the two employment goals and the postsecondary education goal respectively. AES will be responsible for coordinating the data-matching process with the other agencies. The results will be received in aggregate numbers for each program and the state. A database will be used to record the results and prepare the data for the annual NRS report. Local program administrators may contact the state office to obtain information about their program's data-matching results. Since the data is received in aggregate form, the individual student files in AERIS cannot be updated with student goal information.

Follow-up, data matching, and data entry for the GED goal outcome measure will be the responsibility of the local programs, following NRS guidelines and the guidelines set by the DWE-AES in this manual.

Programs must collect the information from all students who designate the GED goal as either their primary or secondary goals for attending the program. Programs that are GED test sites will receive monthly reports from the Arkansas GED Testing Office with test result information (pass/fail results). Note that these reports contain information on all students tested at a site; however, not all students who tested are enrolled students, had the goal of GED, and separated from the program.

Data for enrolled students who have separated, had the primary or secondary goal of obtaining the GED, and were tested (both pass and fail the GED goal achievement) should be entered in AERIS on a regular basis and at least quarterly by the 15<sup>th</sup> of the month following each quarter.

NRS requires local programs to survey all students in any outcome measure (e.g., obtain a GED) that has 300 or fewer students in the program year. A simple random sample of students may be surveyed for any outcome measure that has more than 300 students. Programs should draw a minimum sample size of 300 students for each group that has 301-5,000 students. NRS requires a minimum response rate of 50 percent for all surveys.

## Student Population, Collection Times, and Reporting Times For Core Follow-Up Outcome Measures

Core Outcome Measures	Student Population to Include	Time Period to Collect Measures	Time Period to Report
<b><i>Entered Employment</i></b>	Learners* unemployed at entry, with employment goal, and who exit during the program year	First quarter after exit quarter**	DWE-AES will data match with DWS when exit quarter data is available (after 2 quarters)
<b><i>Retained Employment and Improved Employment</i></b>	Learners unemployed at entry with employment goal who obtain a job during first quarter after exit <u>and</u> learners employed at entry with a goal of retained or improved employment	Third quarter after exit quarter	DWE-AES will data match with DWS when exit quarter data is available (after 4 quarters)
<b><i>Receipt of secondary diploma or GED</i></b>	Learners with a goal of obtaining a secondary diploma or passing the GED tests	Any time prior to the state's reporting deadline	<u>Local programs report by the 15<sup>th</sup> following the quarter of student's exit</u>
<b><i>Placement in postsecondary education or training</i></b>	Learners with a goal of entering postsecondary education or other training	Any time prior to the state's reporting deadline	DWE will data match with ADHE when admission data is available

\*All learners to be counted must have at least 12 contact hours in the program and exit during the program year (be separated in AERIS).

\*\*The *exit quarter* is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction **and is then separated from the program in AERIS.**

## IV. Core Descriptive Measures

Core descriptive measures are self-reported at intake. Programs must collect the following information on **ALL** learners and enter the data in AERIS:

## Demographic Measure #1: Ethnicity

**Definition:** Learner's ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging; the ethnic categories are

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Hispanic or Latino
- White

## Demographic Measure #2: Gender

**Definition:** Whether the learner is male or female

## Demographic Measure #3: Age

**Definition:** Learner's date of birth

**Demographic measures #1, 2, and 3 are reported in NRS Tables 1-3.**

## Student Status Measure #1: Labor Force Status

**Definition:** Whether the learner is employed, not employed, or not in the labor force; all students will fall into one of these three categories:

***Employed*** – Learners work as paid employee in an unsubsidized job, work in their own business or farm, or work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.

***Unemployed*** – Learners who are not working but are seeking employment, have made specific efforts to find a job, and are available for work

***Not in the Labor Force*** – Learners who are not employed and not seeking employment.

**Collection Procedure:** At intake, individual learner reports employment status.

## Student Status Measure #2: Public Assistance Status

**Definition:** Learner is receiving financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families

(TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled (Social Security benefits, unemployment insurance, and employment-funded disability are not included under this definition.)

**Collection Procedure:** At intake, referring agency or individual learner reports public assistance receipt. The information on Student Status Measure #2-#3 is collected on a separate form at intake. After the data is entered in AERIS, the sheet is removed and filed separately.

### **Student Status Measure #3: Disability Status**

**Definition:** Learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, or working

**Collection Procedure:** At intake, referring agency or individual learner reports disability or program assesses disability.

### **Student Status Measure #4: Rural Residency Status**

**Definition:** Learner who resides in a place with a population less than 2,500 and outside an urbanized area (An urbanized area includes a population of 50,000 or more in a city and adjacent areas of high density.)

**Collection Procedure:** At intake, learner's residency in a rural area is determined by learner self-report or documentation.

**Student Status Measures #1, 2, 3, and 4 are reported in NRS Table 6.**

### **Student Status Measure #5: Learner Reasons or Goals for Attending**

**Definition:** Learner's self-identified reasons for attending the program; additional goals may be collected on local level

***Educational Gains*** – Improve basic literacy skills—improve overall basic literacy skills; Improve English skills—improve overall skills in the English language, e.g., speaking, reading, and writing (This is the assumed goal of every learner.)

***Obtain a job*** – Obtain full- or part-time paid employment

***Retain or improve current job*** – Upgrade skills to enable retention of current job or obtain a job that has increased pay or benefits, higher level

of responsibility, or requires a higher level of skill compared with current or most recent job

***Earn a GED certificate*** – Achieve sufficient skills to earn an Arkansas High School Diploma by passing the tests of General Educational Development

***Enter postsecondary education or job training*** – Achieve skills to enable enrollment in a postsecondary education program or job training program.

**Collection Procedure:** At intake, learner identifies goal(s) for attending the program or class within the above categories. The reasons should reflect how the learner is to be counted for core outcome measures.

**All enrolled learners will be counted under Educational Gains in NRS Table 4.**

## V. Core Participation Measures

### Student Participation Measure #1: Contact Hours

**Definition:** Hours of instruction or instructional activity the learner receives from the program; instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab

**Collection Procedure:** Instructor or program staff will record the contact hours as they are provided. Note that time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the official GED tests (American Council on Education, GED Testing Services) may not be counted as contact hours.

However, programs may count the time spent on taking the GED practice tests (published by Steck-Vaughn) if the test results are used for diagnostic purposes to inform instruction.

**Reporting Procedure:** Data on contact hours, including testing hours and attendance hours, need to be entered in AERIS on a regular basis. Contact hours may be entered daily or added up and entered cumulatively at the end of the week, biweekly, or monthly. Attendance and testing data need to be entered by the 15<sup>th</sup> of the month for the previous month's data. ***This data is reported in NRS Table 4.***

## Student Participation Measure #2: Program Enrollment Type

**Definition:** Learner is enrolled in the following programs or institutions (detailed definitions can be found in Appendix B); the following are the NRS program enrollment types:

- Adult Basic Education Program (ABE)
- Adult Secondary Education Program (ASE) – also known as General Adult Education (GAE)
- English as a Second Language Program (ESL)
- Family Literacy Programs
- Workplace Literacy Programs
- Program for the Homeless
- Correctional Facilities
- Community Corrections Programs
- Other Institutional Program (any other medical or special institution)

**Collection Procedure:** At intake, local program counts learner as entering the appropriate NRS program or class type.

**Reporting Procedure:** Programs create classes in AERIS under the following “Class Types” and register students in the appropriate classes **(This information is important for NRS Tables 6, 8, 9, and 10.)**

### **AERIS Class Type Choices:**

- Community Corrections
- Correctional Facilities
- EL/Civics
- Family Literacy
- One Stop (i.e., Workforce Centers)
- Other Institutional Settings
- Workplace Literacy
- Distance Learning
- No Specialized Program
- Project Learner (prior written approval from DWE-AES must be granted)
- WAGE

## VI. Secondary (Optional) Outcome Measures

NRS does not require that states report the secondary optional outcome measures at this time. These measures include Work-based Project Learners, Employment Measures, Community Measures, Family Measures, and Student Status Measures. However, Arkansas adult education and literacy programs can collect this information and report it in AERIS (for example, under Secondary Reasons for attending adult education). **This information is reported in NRS Tables 8 and 11, which might become required in the future.**

Student data on income level and other secondary student status measures are collected on a confidential sheet that will be separated from the student's Intake Form after the data is entered into AERIS. **This information is reported in NRS Table 6.**



## Appendix A.

### Educational Functioning Level Score Ranges

#### Adult Basic Education (ABE) and Adult Secondary Education (ASE) Levels

<p><b>1.1 Beginning ABE Literacy</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade level 0 -1.9)</p> <p>Reading: 367 and below Total Math: 313 and below Language: 391 and below</p>	<p><b>1.2 Beginning Basic Education</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade level 2-3.9)</p> <p>Reading: 368-460 Total Math: 314-441 Language: 392-490</p>	<p><b>1.3 Low Intermediate Basic Education</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade 4-5.9)</p> <p>Reading: 461-517 Total Math: 442-505 Language: 491-523</p>
<p><b>1.4 High Intermediate Basic Education</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade level 6-8.9)</p> <p>Reading: 518-566 Total Math: 506-565 Language: 524-559</p>	<p><b>1.5 Low Adult Secondary Education</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade level 9-10.9)</p> <p>Reading: 567-595 Total Math: 566-594 Language: 560-585</p>	<p><b>1.6 High Adult Secondary Education</b></p> <p>Test Benchmark: TABE (7-8; 9-10) scale scores: (grade level 11-12.9)</p> <p>Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p><b>Exit Criteria: Pass the GED Tests</b></p>

TABE = Test of Adult Basic Education  
GED = General Education Development

## Appendix A.

### Educational Functioning Level Score Ranges English as a Second Language (ESL) Levels

<p><b>1.7 Beginning ESL Literacy</b></p> <p>Test Benchmark: SPL Speaking 0-1 SPL Reading/Writing 0-1</p> <p>Oral BEST: 0-15 Literacy BEST: 0-7 CASAS (Life Skills): 180 and below BEST Plus: 400 and below</p>	<p><b>1.8 Beginning ESL</b></p> <p>Test Benchmark: SPL Speaking 2-3 SPL Reading/Writing 2-4</p> <p>Oral BEST: 16-41 Literacy BEST: 8-46 CASAS (Life Skills): 181-200 BEST Plus: 401-438</p>	<p><b>1.9 Low Intermediate ESL</b></p> <p>Test Benchmark: SPL Speaking 4 SPL Reading/Writing 5</p> <p>Oral BEST: 42-50 Literacy BEST: 47-53 CASAS (Life Skills): 201-210 BEST Plus: 439-472</p>
<p><b>1.10 High Intermediate ESL</b></p> <p>Test Benchmark: SPL Speaking 5 SPL Reading/Writing 6</p> <p>Oral BEST: 51-57 Literacy BEST: 54-65 CASAS (Life Skills): 211-220 BEST Plus: 473-506</p>	<p><b>1.11 Low Advanced ESL</b></p> <p>Test Benchmark: SPL Speaking 6 SPL Reading/Writing 7</p> <p>Oral BEST: 58-64 Literacy BEST: 66-75 CASAS (Life Skills): 221-235 BEST Plus: 507-540</p>	<p><b>1.12 High Advanced ESL</b></p> <p>Test Benchmark: SPL Speaking 7 SPL Reading/Writing 8</p> <p>Oral BEST: 65-71 Literacy BEST: 76 and above CASAS (Life Skills): 236-245 BEST Plus: 541-598</p> <p><b>Exit Criteria: Oral BEST 72 and above, CASAS 246+, or BEST Plus 599+</b></p>

BEST = Basic English Skills Test

CASAS = Comprehensive Adult Student Assessment System

SPL = Student Performance Level

## Appendix B.

### DEFINITIONS

- ✓ Adult Basic Education Program – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family
- ✓ Adult Secondary Education Program – A program of instruction designed for adults who have some literacy skills and can function in everyday life but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school
- ✓ Community Corrections Programs – A community-based rehabilitation facility or halfway house
- ✓ Correctional Facilities – Any prison, jail reformatory, work farm, detention center, or any other similar federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders
- ✓ English as a Second Language Program – A program of instruction designed to help adults who are limited English proficient achieve competence in the English language
- ✓ Family Literacy Programs – A program with a literacy component for parents and children or other intergenerational literacy components
- ✓ Other Institutional Program – Any other medical or special institution
- ✓ Program for the Homeless – A program designed for homeless adults. Homeless adults are adults lacking a fixed, regular nighttime residence or who have a residence that is (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (2) an institution that provides temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term *homeless adult* does not apply to any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a state law.
- ✓ Workplace Literacy Programs – A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by
  - providing adult literacy and other basic skills services and activities, including basic computer literacy skills;
  - providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; or
  - meeting the literacy needs of adults with limited English proficiency